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REPORT OF A BRIEF SURVEY OF THE EL CAMINO COLLEGE LIBRARY.

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TO EVALUATE THE RELATIONSHIP OF THE LIBRARY AND THE INSTRUCTION PROGRAM AT EL CAMINO, DATA DERIVED FROM COMMITTEE OBSERVATIONS AND INTERVIEWS ARE COMBINED WITH QUESTIONNAIRE RESPONSES FROM 535 STUDENTS, 64 FACULTY MEMBERS, 9 ADMINISTRATORS, AND 12 MEMBERS OF THE LIBRARY STAFF. IN ADDITION, THE PRESENT ORGANIZATION, GOVERNMENT, AND ADMINISTRATION OF THE LIBRARY ARE REVIEWED. ALSO REVIEWED ARE THE ADEQUACY OF THE BUDGET FOR PRESENT OPERATIONS, COLLECTION STRENGTHS AND WEAKNESSES, CIRCULATION POLICY AND PROVISIONS, STAFFING ADEQUACY, AND THE IMPLICATIONS OF BUILDING AND SPACE ARRANGEMENT FOR LIBRARY OPERATION. LIBRARY USE IS EVALUATED ON THE BASIS OF RECORD SAMPLES AND SPOT INTERVIEWS OF 50 STUDENTS ON TWO OCCASIONS. THE COMMITTEE CONCLUDES THAT, WHILE, FOR THE MOST PART, THE ADMINISTRATION, FACULTY, AND LIBRARY STAFF AT THE COLLEGE ARE CONSCIOUS OF THE PROPER FUNCTIONS OF THE LIBRARY, USE OF THE LIBRARY IN TEACHING IS LESS SALIENT. INITIATIVE AND LEADERSHIP IN DEVELOPING THE LIBRARY AS A VITAL PART OF THE INSTRUCTIONAL PROGRAM ARE LACKING. THE COMMITTEE RECOMMENDS A NUMBER OF STEPS FOR EXPANDING THIS ASPECT OF THE LIBRARY ROLE AT THE COLLEGE AND, AS A MAJOR SUGGESTION, PROPOSES THE UNIFICATION OF THE ADMINISTRATION AND OPERATION OF THE LIBRARY AND THE AUDIOVISUAL SERVICES UNDER A DEAN OF INSTRUCTIONAL RESOURCES. QUESTIONNAIRE RESPONSES ARE APPENDED. (AL)

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REPORT OF A BRIEF SURVEY OF THE EL CAMINO COLLEGE LIBRARY

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May, 1966

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

This report is not based upon a systematic and thorough survey of the El Camino College Library. Rather it represents our opinions and recommendations based upon an examination of the information collected by, and in connection with the work of, the Library Study Committee which was appointed in the fall of 1963. We did visit the campus, particularly the Library, several times in connection with our study of the situation; and in March a survey (conducted through questionnaires directed to administrators, faculty members, librarians and students) of library-instructional relationships was made.

Except in the matter of effective use of the library in teaching, it appears that the administration, faculty and library staff at El Camino are conscious of the proper functions of the Library in the College: provision of materials to meet the needs of the instructional and other programs of the College, intellectual stimulation of the faculty and students, provision of resources to enable the faculty members to keep abreast of scholarship in all the fields in which they are teaching or doing research, teaching students library competence which will enable them to make effective use of libraries to obtain information, and assisting the faculty in instilling an awareness in students of the rich intellectual and cultural heritage which is recorded in books and other library materials. That the students of El Camino are adequately aware of the library's role in college education is doubtful. The faculty as a whole has, through encouragement by the administration or on its own initiative, failed to make full use of the Library's resources (materials and staff services) in its teaching. Presumably the reason for appointing the Library Study Committee in 1963 was to inquire whether the Library was indeed performing its proper functions, mentioned in the opening of this paragraph, which should make it a dynamic participant in

the teaching-learning process. The work of the Library Study Committee has on the whole been effective and it has focused attention upon the Library. Unfortunately the Library Study Committee was not constituted in a manner which made the Library's staff a full partner with faculty members and administrative officers in its work. We have the impression that the College Librarian has felt her administration of the Library was under investigation by the Library Study Committee; and she has quite naturally become rather defensive in her attitude -- inclined to emphasize that the basic problems stem from inadequate support (budgeting and staffing) of the Library and from her exclusion from the echelon of college administration where basic policies are developed. We also have the impression that at least some administrative officers have become somewhat defensive in their attitudes, taking the position that the Librarian and her staff must demonstrate leadership and prove maximum performance at the present level of support before a greater measure of confidence and support can be entrusted to library operations.

If our impressions have a basis in fact, it may have been expected that as "outsiders" we might effect a confrontation. Perhaps such an open confrontation would be a good thing. Our recommendations and suggestions, which deal with the Library's place in the College and not with persons in charge of activities, necessarily imply some criticism of things as they are. No improvement is likely to result from our efforts if our apparent criticism makes the Librarian, her staff, the faculty, and the administrative officers become increasingly defensive about their respective responsibilities.

All parties must be understanding and helpful when they examine the responsibilities which belong to their partners in what is, after all, a single enterprise.

ORGANIZATION, GOVERNMENT, ADMINISTRATION

The present formal organizational structure (in which the College Librarian addresses a written annual report to the President and submits her budget and staffing requests through the Vice President - Instruction) is satisfactory. The 1960 Standards for Junior College Libraries state that

> The librarian is usually appointed by the chief administrative officer of the college. He should be directly responsible to him for the management of the library.

However, as college administration has become more complex and vice presidents or deans have been added to reduce the president's span of control, it is common for all department heads (or deans) and the librarian to deal with the president through one or more of the administrative officers directly below the president in the administrative hierarchy. Where deans report to vice presidents it is normal for the librarian to have the status of a dean; where department heads report to deans it is normal for the librarian to have the status of a department head. In some institutions, where vice presidents have both line and staff responsibility, the librarian may still report directly to the president. This in effect gives the librarian the status of a vice president. At El Camino the audio-visual services are separated from library services. The two functions should be closely coordinated and this coordination should be apparent in the administrative structure.

Organization charts, written or implied, should clarify such matters as authority and responsibility, line and staff relationships, hierarchical levels, etc.; but the lines on organization charts also imply reporting, communication, and responsibility flowing in both directions. The lines are two-way, not one-way, avenues. This is why the ALA Standards specify that the librarian should be consulted on budgetary and other administrative matters which concern the library. The librarian should also be involved

in academic planning.

> Academic matters, on the other hand, demand close cooperation with the dean of instruction. Membership of the librarian on the curriculum or academic policy committee is advisable to develop unity of purpose between classroom and library. The librarian should have at least department head status.

The internal organization and administration of the library should, in parallel, be as clear as that of the college as a whole. We have not inquired into this matter. The Librarian should be asked to report on it -- indicating not only lines of responsibility and job descriptions of the various positions established in the library, but also the degree to which staff members are authorized to represent the library in dealing with the faculty, the means through which staff members participate in the management of the library, the manner in which the staff is consulted in formulating policies and procedures, the ways in which the professional and academic development of staff members are encouraged, and the devices used to strengthen staff morale and participation in the academic life of the college. Good internal administration is essential to a vital library program. The Librarian should be given whatever assistance and advice are required to improve it.

We have read the annual reports of the Librarian for the five years from 1960/61 to 1964/65. These reports have the virtue of brevity which a chief administrator always appreciates. They include statistics for the given year on the size of the collection, on the losses and mutilation discovered in the stock inventory, and on the abuses of library privileges (fines, replacement charges, etc.). The reports also briefly record such matters as immediate needs, staff activities, new services, improvements in services, etc. There seems to be no statistical reporting on the use of the library (i.e., use of the building for study, use of library materials in the building, circulation of library materials, amount of assistance

given to students and faculty members); no statistical data, with accompanying comment or interpretation, on trends of use of the library and comparisons with other libraries (on such matters as staffing, budgeting, etc.); no evaluation of the improvement of quality in the collections and in services; and very little information (other than references to orientation lectures and instruction on the use of library materials to visiting classes) on the growth and projected involvement of the library in the academic life of the college. We do not understand why the administrative officers of the college have not requested such information in order to make budget and staffing decisions; and we do not understand why the Librarian has not taken full advantage of the opportunity which her annual report provides to clarify the library's needs and emphasize the importance of the library's role. We do recognize that the kind of reporting we would like to see requires a good deal of time. It may well be that the Librarian cannot do this important administrative job of full reporting unless she is relieved of some of her present duties (e.g., by the provision of a competent professional librarian to take charge of the selection and acquisition of materials, including liaison with the faculty in evaluating the growth of collections) and unless she is regarded as a full partner of academic deans in such matters as curriculum planning and academic policy.

The Library Study Committee seems to have had moderate success in stimulating faculty concern in library functions. This interest should be further encouraged. It may be appropriate that when the ad hoc Library Study Committee is discharged, a standing faculty library committee (perhaps a committee of the Academic Senate) be established as an advisory committee to the library with the further responsibility of providing continuous liaison between the library staff and the faculty as a whole. Such a committee should consist of faculty members, not administrators, with the exception of the Librarian who should be a member of the committee

and perhaps its secretary. The committee should not be concerned with the day to day management of the library. This is the Librarian's administrative responsibility. Rather it should advise the Librarian on policies, on faculty-student library needs, and on the efficacy of the library in the performance of its proper functions. It should not become a book selection or book funds allocation committee, although it might from time to time inquire how these functions are being performed. The faculty library committee should be charged to consider one or two pressing matters in some detail each year rather than to make a superficial annual review of the same areas of library-faculty interests. We estimate that this faculty library committee should not have to hold a full meeting of its members more than four or five times in an academic year. If the agenda of the meetings are carefully prepared and if the staff work (collection of pertinent data, etc.) is done in advance, these meetings need not require more than an hour or two each. The committee might consist of nine faculty members in addition to the Librarian (who should be a permanent member), each serving a three-year term to provide some continuity, one third of the members retiring each year. Members should be selected from the various teaching departments, but they should serve as representatives of the faculty as a whole rather than as spokesmen for the interests of their respective disciplines. The committee should be authorized to make recommendations not only to the Librarian, but also as appropriate to the President or other administrators or to the faculty. Its reports should not replace the administrative report of the Librarian to the President and Vice President - Instruction. The Librarian should provide statistical and other data which the committee may need.

It is also recommended that, as an experiment, a student library committee might be established to advise the Librarian on the special needs and problems of students. Student library committees have been found

useful in some colleges and universities; in some institutions these committees have not been effective; and in still other colleges and universities the student committees have started strong and then gradually lost their value. In the nature of things, students will tend to be less concerned with long-range library improvement than with specific complaints or with demands for services which cannot immediately be provided. However, a committee has the value of providing a regular channel of communication. Often a responsible student committee, following consultation with the college librarian, can interpret and explain library policies and plans to the student body in a manner which enlists student interest and support, dissipates much vague discontent which results from the frustration of not understanding or not being able to communicate. Constructive suggestions and very practical ideas are sometimes received from serious students. It seems an appropriate time for the library staff at El Camino to open a dialogue with student leaders.

An alternative to a student library committee, to improve library staff relationships with students, might be the formation of a Library Council whose members would be the students working on a part-time basis in the library. This Council would become recognized as a campus service organization and its officers could represent the library in campus life. The morale of student staff members would be boosted by a program of Council social and educational activities, such as meetings with speakers, excursions to museums and libraries, etc. Year-end awards to Council members for outstanding service could be presented at an annual banquet. Stimulation of interest in librarianship as a career might well result from belonging to and being an active member in this Library Council.

BUDGET

The remarks which follow apply to budgeting at the present level of library participation in the instructional program. When the library begins to play a more vital role in the life of the college, there will be increasing demands upon it requiring a much larger budget and increased staffing.

The book budget request of $28,000 for 1966-67 seems adequate in view of present staff limitations. It has shown a commendable increase of $6,000 in a three-year period. However, the book collection is still smaller than it should be to meet the needs of El Camino's rapidly growing student enrollment; and steps should be taken to increase the rate of book acquisitions, commensurate with the ability of the library staff to catalog, process, and service the books. The relationhip of the library budget to the total budget of the college is also significant. The figures of 1965-66 indicate a total library expenditure of $137,530 in an all-college budget of $10,059,741. This represents a percentage of only 1.369, which is below the norm (Pasadena's was about 2.4 percent) and even below the El Camino percentage of 1962-63 which was 1.5 percent.

The amount budgeted for periodicals ($2,500) is rather skimpy and should be increased by at least $1,000 in order to increase the subscriptions list. The number of periodical subscriptions (346) could well be increased by at least 100 titles to improve the reference resources of the library. Simultaneously, more periodical indexes are advisable, if students are to make optimum use of the periodical collections.

It is gratifying to note the librarian's request for microfilm, a Rocordak film reader, and a storage cabinet for microfilm in the 1966-67 budget, as the trend is toward the use of microfilm files rather than bound copies of back issues of periodicals. However, it will still be advisable

to rely upon conventional binding of certain heavily used magazine files. Along with the Recordak film reader, it would be well to consider the purchase of a machine to reproduce enlargements of microfilm pages, for both student and faculty use. The coin-operated machine in the lobby is apparently already being used extensively for reproducing pages of books and periodicals. It cannot be used for hard-copy prints from microfilm files.

One of the most startling observations made in the library has been the almost complete lack of use of the vast bibliographical apparatus available from the Library of Congress. The printed card service alone is indispensable to most college libraries, since it facilitates and reduces the staff time cost of cataloging books. At El Camino the majority of the cards in the catalog are typed. It is obvious that more books can be cataloged in a year by a given number of catalogers and typists if printed cards are used, which require in most cases only the typing of a single line at the top of the card in addition to the call-number of the book.

For assistance to the cataloging staff, and of tremendous value also in the acquisitions and reference functions of the library, serious thought should be given to the purchase of a complete set of the National Union Catalog (Cumulative Catalog of Printed Cards in the Library of Congress) which, though expensive, provides invaluable data on all books in our national library and also indicates the location of other copies in the principal libraries of the United States. It thus serves also as an aid to inter-library loan transactions. A standing order for the current issues of the NUC provides up-to-date information on recent additions to the Library of Congress. For the library cataloger, the NUC is not only a prime source of LC card order numbers, if printed cards are to be ordered, but also a tool which gives a facsimile of the LC card itself for each book cataloged, showing the form of entry, dates of authors, exact titles, publication data, and subject headings used. In most cases the card shows not

only the LC Classification number of the book but also the Dewey Decimal number favored by most libraries (and used at El Camino). Printed LC cards for one year's acquisistions at El Camino and a year's subscription to the NUC would amount to about $1200. Purchase of previous printed volumes of the NUC would cost several hundred dollars, but could be done gradually if desired; for instance, one set covers the years 1958-62, another 1953-47, and so on in four-year cumulations back to 1942. The basic set, of books in the Library of Congress before 1942, would be the most expensive, and perhaps would not be necessary.

The budget item for pamphlets ($100) seems low, particularly if it includes the purchase of government documents, both federal and state. It is recommended that the Purchasing Department permit the library to purchase an annual supply of U.S. Government coupons for prompt and rapid acquisition of federal publications.

There seems no logical reason for a budget item for paperback books, separate for conventional hard-cover books. This is an unnecessary and time-consuming obstacle to the efficient preparation of book orders in the library. Nowadays it is almost impossible to determine, in many cases, whether a publication is in hard-covers or paperback until it has actually been received. In any case, what does the binding matter?

The use of a multi-copy book order form would enable the library to provide several services presently lacking: (1) Information on titles on order but not yet received would be supplied by filing one copy in the card catalog. (2) Library of Congress printed cards could be ordered by use of another copy, at the same time as the book order, so that the cards would be on hand for the cataloger's use at the time the books are received. (3) Immediate notification to faculty members of the availability of books which they have requested, by use of still another copy of the form, would be a much appreciated service.

COLLECTIONS

The general book collection seems well balanced and carefully selected, on the basis of a quick, casual survey. According to the librarian, El Camino's collection has been checked against the standard recommended booklists for junior college libraries and an unusually large percentage of recommended titles have been found to be on the shelves.

The periodical collection is fairly adequate but could well be strengthened not only by subscribing to additional titles of reference value, but also by acquiring more periodical indexes.

The reference collection, while excellent, could be upgraded and enriched by purchase of more encyclopedias (including some of those published in languages other than English) and additional scholarly sets useful to college students, such as directories, biographical dictionaries, statistical compilations, atlases, and yearbooks.

The above comments apply to the collections as they are used at present. If it is decided to relate library collections and services more directly to teaching, as we recommend, the collections will have to be substantially increased in both breadth and depth.

CIRCULATION

The restrictions on renewal of library cards (only certain hours of certain days after the opening of the semester) seem unnecessarily severe. It should be possible to renew a card at any time during the semester, whenever the student finds a need for borrowing books. Furthermore, if his card is lost and he orders a new one, he should not have to wait for a week before being able to borrow a book. He could easily be given a temporary slip with his card number which could be manually recorded on the book card.

The records kept on overdue book fines are time-consuming and unnecessary. Instead of filling out a form with the date, student's name, title of the book, and the amount of the fine, many libraries use serially numbered script or tickets in five-cent denominations which serve as receipts and records of fines collected.

Placement of the circulation desk inside the stack area instead of at the main desk in the lobby undoubtedly permits easier control of exiting students but also creates confusion, noise and a traffic jam in the stack aisles. Perhaps this arrangement could be restudied. The usual absence of staff at the main desk outside presents to students an unfriendly first impression of the library.

Circulation of back issues of unbound magazines might be permitted, as a move to liberalize and promote student use of the library. Normally, overnight circulation of this material is sufficient.

Placement of the pamphlet collection in the periodical room would seem more logical than in the Reserve Book Room, particularly if circulation of certain periodicals were permitted. Installation of a second Gaylord charging machine at the periodical desk would facilitate circulation of periodicals and pamphlets.

STAFFING

Because there are so many variables which determine staff needs (e.g., the arrangement and efficiency of the library building itself, the size and quality of the collections, the attitudes of the faculty toward library use, off-campus library resources, location of the college in the area it serves, etc.) there can be no universally applicable and precise staffing standards. The library systems of the California state colleges do use a staffing formula with some success; but the variables mentioned above operate, with the result that the libraries in the several state colleges are not equally staffed. Such factors as the competence and enthusiasm of the individual staff members are sometimes overlooked also. There are some general principles, valid in any academic library situation, which should be kept in mind.

1. Duties which can be performed adequately by clerical or technical workers should not be performed by professional librarians; conversely, non-professional workers should not be entrusted with assignments for which they are not qualified by training and/or experience.

2. The assistance of professionally trained librarians should be available to authorized library users whenever and wherever it is needed. Too often the value of faculty and student time is disregarded in the library, even when it is accounted for to the minute in a classroom.

3. Procedural changes, building alterations, machines, and new equipment should be introduced whenever they can save staff time and reduce operating costs. However, experience has shown that most library mechanization (there has been little real automation yet developed through library systems analysis and design) is justified on the basis of improved speed or quality of service to library users. Seldom is there an immediate reduction in the number of staff members needed and other costs rise; but in the long run, the

rate of growth of the clerical staff may be reduced through mechanization of routine procedures.

4. Although a college administration would not rely upon personnel administration experts to develop faculty position classifications, it is common to use such personnel experts, who have no appreciation or understanding of the function of a library in a college, to develop classifications and descriptions of positions in a library. El Camino, along with most of California's junior colleges, has allowed this to happen. Careful analysis, by library experts, of library work will disclose that there is justification for positions in most libraries between clerical and professional levels. These positions (requiring technical skill, experience, and an understanding of library operations) can reduce the requirements for professional staff members provided the classifications and remuneration are high enough to attract career employees. The use of technical library personnel in the university and state college libraries of California should be studied.

5. Most of the clerical work in libraries cannot be performed as satisfactorily by part-time as by full-time workers. Also, it is more efficient to offer salary and other inducements to retain clerical workers and profit by their accumulated experience than it is to keep these inducements at a minimum which means frequent replacement and repetition of training time.

6. In academic libraries, most part-time positions are held by student assistants. Certain operations such as shelving or marking, attendance at delivery points, some typing, etc.--can be done very effectively by student assistants under close supervision or with a minimum of supervision after very careful training and indoctrination. There are some disadvantages in using student assistants: they are often difficult to schedule for two or three consecutive hours, and one-hour work periods are not efficient; they require more time to train and supervise, by a factor of four if they work only ten hours per week; the turnover is high, and the maximum length of service for a good student in a junior college would be two years; their time

> available for work is at the lowest when the library's need is at its highest, during term paper and examination time. On the other hand, there are many advantages: they are already on the campus; most of them are intelligent and learn quickly; if carefully indoctrinated and encouraged, they take pride in their work and may become even more dependable than other workers; they may, through their work experience, find a career in librarianship; they can be useful in interpreting the library to other students, and the needs of students to the library; and even when salary increases are used to reward good service, they are not highly paid.

Within the time available to us we could not make a thorough study of staffing needs, nor could we evaluate in detail the qualifications of the present staff, nor even examine closely the personnel administration within the library. Our comments are based upon impressions and our recommendations suggest lines of inquiry rather than bases for decisions.

It seems to us that at least six (6) professional librarians are needed on the library staff at the present time, if:

1. Service points are to have minimum professional staffing during present hours of opening

2. The Librarian is freed of time now spent on book selection and ordering so that she can devote the necessary attention to her administrative work

3. Acquisitions are increased to bring the collections up to standard, with the attendant work load increase in technical processing (selecting, ordering, cataloging, supervision of preparation, etc.)

The above recommendation of six professional librarians may actually be too modest. El Camino has a considerably lower ratio of certified (professional) to classified (non-professional) personnel than most California junior college libraries. At present the ratio is 1 to 2.37. If one professional librarian is added next year, and the non-professional staff is not increased, the ratio will become 1 to 1.9. If two were added, the ratio would become 1 to 1.58. Many university librarians argue that a ratio of 1 to 2

is far better than 1 to 1; but in smaller libraries (as in colleges and junior colleges), a ratio of 1 to 1 or 1 to 1.5. is more common.

The information collected by the Library Study Committee (presented in a 1963-64 Progress Report to President Marsee on June 8, 1964) has been very useful to us, even though the statistics are now a little out of date. The data contained in this report substantiate our opinion that the first staffing need at El Camino is for professional librarians. We also advise that before the classified staff is enlarged, the possibility of making heavier use of student assistants should be considered.

We have made the following spot comparisons, based on the data in the 1963-64 progress report of the Study Committee, with three nearby junior colleges (Pasadena, L.A. Valley and Mt. SAC):

	El Camino	Pasadena	Valley	Mt. Sac
Prof. staff	4.0	8.0	5.8	8.0
Non-prof staff	10.51	10.02	9.05	12.35
Classified	(9.5)	(4.5)	(6.0)	(11.4)
Student FTE	(1.01)	(5.52)	(3.05	(.95)
Total staff FTE	14.51	18.02	14.85	20.35
Salaries & wages	85,026	104,702	81,145	117,352
$ per staff FTE	5,864	5,816	5,446	5,753
Ratio of prof. to classified	1 to 2.37	1 to 0.56	1 to 1.03	1 to 1.42
Ratio of prof. to total non-prof.	1 to 2.63	1 to 1.25	1 to 1.56	1 to 1.54
Ratio of classified to student FTE	9.5 to 1	0.81 to 1	1.96 to 1	12 to 1

In a staff as small as El Camino's such objective data as average age of the staff, average length of service at El Camino, rate of turnover, etc. cannot have much statistical validity. Collectively the professional staff represents a variety of educational backgrounds and training, as well as

considerable experience in both teaching and professional library work before coming to El Camino. There are no men on the staff, in either the certified or the classified category; but, as everyone knows, male librarians who are both professionally trained and certified for appointment in a California junior college are in very short supply. Rarely can a man be interested in library clerical or sub-professional duties. As the professional staff is increased, and as replacements are appointed, no doubt an effort will be made to recruit younger persons and if possible, some men. Should a subject-divisional organization be instituted, more attention will have to be given to the subject training of staff members.

The average age of the present classified staff is nearly 50 and the average length of service in the library is between three and four years. One has been on the staff nearly six years; the most recently appointed full-time person joined the staff in June of 1964. The Librarian believes that the salary and classification ceilings for the classified personnel in the library are too low; and she points out that there have been frequent transfers from the library to other offices on campus where there are better opportunities for promotion and no evening or week-end work schedules. We did not investigate staff morale or make an attempt to discover why persons join or leave their positions on the library staff. We assume that exit interviews are conducted and that there are personnel records which could provide this information. It does seem to us, however, that higher classifications should be provided in the Library to attract and retain employees (in clerical or technical classifications) with appropriate backgrounds of education and library experience which could be used to good advantage. (Refer to No. 4 of the principles listed at the beginning of this section of our report.)

We recommend a 12-month assignment for all professional staff members,

also for those of the classified staff who normally work during the summer sessions.

The above comments on staffing are based upon current operations. If the library performed the vital teaching role we would like to see developed at El Camino, the library staff would have to be substantially increased. Actual need rather than comparisons with other instututions would become the budget justification.

BUILDING AND SPACE, AND IMPLICATIONS OF THESE

The library building is well located and quite attractive. Two rather startling features were evidently quite intentional in planning, i.e. the allocation of prime space (suitable for exhibition cases and/or the card catalog) to rest rooms, and the location of entrances to encourage noisy through traffic. The re-location of rest rooms may not be possible; but some means of diverting the through traffic, without reducing accessibility to the building, should be investigated. Separation of the book stack, containing the main book collection, from the reading areas no doubt protects the library from losses; but the so-called "open stacks" (i.e., no check on entrance to the stacks) arrangement to encourage browsing is not fully effective unless comfortable chairs and individual study tables are also provided in the stack area. Further, the controlled exit (charging point) of the stacks seems congested. Installation of a second charging machine and moving the charging point to the large information desk just outside of the stack area might be considered. So long as the library building is very heavily used by students studying their own books and unless the through traffic can be reduced, it does not seem feasible to establish control and charging at the building exits. We were told that there are frequent complaints in warm weather about excessive heat and poor ventilation in certain parts of the building.

In the reading rooms it is noticeable that the library staff members are stationed behind massive counters which seem to separate the staff from the readers as though by barricades. Also the arrangement of the rather attractive and comfortable furniture appears to be stiff and formal (except in the patio), giving the impression that a primary function of the staff is to maintain quiet and discipline rather than render assistance.

We understand that there are plans to enlarge the area allocated to

the card catalog, to allow for additional cabinets and to provide more space for persons consulting the catalog. It appears to us that the area is already rather congested. No more than six or seven persons at a given time can remove card trays and use them comfortably at the high table provided for this purpose. It is most unfortunate that the catalog is separated from, rather than adjacent to, the general reference room. There would be some advantage in moving the reference room back to its former location in the east reading room (which now has no library books in it) if the room could be enlarged for additional open shelving by removing the walls and incorporating the conference room and Academic Senate office floor area. At any rate, it is unfortunate that the catalog is not near other bibliographical materials (bibliographies, indexes, abstracts) with a professional librarian on duty to give assistance in their use whenever the building is open.

We do not know what the planned ADA maximum for El Camino is; but we have been told that the ADA has increased by 65 percent in the past five years and that it has now reached 8,783. According to ALA standards for junior colleges, this ADA calls for a book collection of from 75,000 to 77,500 volumes. It is evident that the library could barely house a collection of this size; but it is true that the present stack capacity (68,000 volumes) comfortably exceeds the space needed for present holdings (slightly over 37,000 volumes). If ALA standards, calling for library seats for 25 percent of the student body, were reduced to 10 percent (since at El Camino much of the ADA is part-time, and because students are commuters rather than residents), the seating capacity should be 873 in a reading area of 21,825 square feet. We have not inquired about the area provided for readers; but we are told that there are only 591 readers' seats plus the outdoor reading area, the 12 typing stations, and three conference rooms which seat from four to six persons each. ALA standards call for a work area of 125 square

feet for each staff member. Work areas seem to be adequate for present staff functions.

From the above, it would appear that the provision for library readers at El Camino is not generous. If the instructional program required heavier use of library materials throughout the semester (rather than only for term paper assignments), seating would be quite inadequate. We were therefore surprised to hear that the reading room to the left of the east entrance is to be converted for classroom use between 8:00 A.M. and 3:00 P.M. next year, thereby reducing the library general seating capacity from 591 to 500 and at the same time encouraging the study hall use of rooms in which library materials are located. Students have already indicated that typing facilities in the library are appreciated and should be increased. Next year the largest typing room, containing half of the twelve typing stations, will be inaccessible while classes are held in the east reading room. Further, the conference room where the librarians give class instruction in the use of library materials will no longer be available during the hours it is most needed for this purpose. There will be some problem in the use of the Academic Senate office also, but we do not believe that office belongs in the library building.

The basic arrangement of the building, with central traffic and separated reading rooms radiating from this hub of non-library activity, requires relatively heavy staffing. The location of service points means that at least four persons must be in attendance whenever the library is open for full service: in the reserve room; in the reference room; in the periodicals room; and at the information desk and catalog. Probably there should be two persons on duty in the reference room, making a total of five. Certainly two of the four or five on duty should be professional librarians. During the hours of heaviest library use, there should be three professional librarians available to assist students. The hours of heaviest library use

may not necessarily be the hours when library attendance is highest.

We see no objection to the establishment of branch libraries if such units will improve instruction and provided the college can afford them. However, if established, branch libraries should be open the same hours as the general library and available on equal terms to all students and faculty members of the college; and their holdings should be fully cataloged in the general catalog. If laboratory or departmental collections, open limited hours and restricted to certain readers, are created they should contain only duplicates of material in the general library. Experience has shown that branch libraries and departmental or laboratory collections mean increased operating costs in staffing or in acquiring and processing materials. Such units should not be considered until the general library is fully staffed and adequately supplied.

At present the several reading rooms of the general library are organized functionally, by type of materials contained: reserve, reference, periodicals. If pressures to establish branch libraries stem from a desire to bring subject-related materials together, the general library building plan does not preclude a reorganization to provide subject divisional reading rooms, perhaps one each for (1) social sciences, (2) humanities and fine arts, (3) science and technology, and possibly (4) applied arts and vocational materials. The definition of the appropriate subject divisions would have to be studied carefully. No doubt the subject reading room organization would create certain problems and be more expensive to operate. More and specialized staff might be needed to give service. Closer exit control in the rooms would be necessary. Some materials would have to be duplicated. The installation of additional shelving in the reading rooms would also reduce space for readers to a point where there would be room only for persons actually using library materials and none for those needing a quiet area to study their own books. The divisional arrangement is not

our recommendation; but it should be investigated, as a possible alternative, before expensive branch libraries are established.

The extension of library hours has recently been investigated, and an experiment in Saturday opening tried. El Camino's library seems to be open as many hours as the libraries of most California junior colleges. This justification will not satisfy students who make comparisons with exceptional cases or with four-year colleges and universities. The needs of students should be re-studied frequently. Possibly the current need is less for full library service during extended hours than for additional quiet study areas which do not require expensive professional library staffing or more than a few general reference tools such as dictionaries and encyclopedias. Other academic libraries have found this to be the case.

MISCELLANEOUS MATTERS

Interlibrary Cooperation

The areas of fruitful interlibrary cooperation are: interlibrary loans, regional cooperative acquisitions arrangements to reduce unnecessary duplication of expensive materials not in heavy use, and free access insofar as possible in each library of a region to persons who normally use other libraries in that region. It is important to remember that there is an obligation of reciprocity in all interlibrary cooperative agreements or understandings. Even more important is the injunction against leaning on neighboring libraries, to provide materials and services which should be furnished at home. The ALA standards stress this second point:

> ...it cannot be stressed too strongly that the two-year college library must be planned to give total service, and that other neighboring libraries must not be used to provide books essential to the basic junior college program.

Therefore, it is recommended that from time to time studies be made of interlibrary loan transactions and of the use of other libraries by El Camino faculty members and students. Such studies may be useful to identify inadequacies in the collections and services of the El Camino College Library.

Microforms

The use of microfilm as a substitute for bound or tied newspaper files in libraries is by now well established as superior. Many other materials are available only in microform, leaving no choice in the format to be acquired. However, even the largest research libraries are cautious in substituting microforms for materials in original format unless: (1) the material is quite ephemeral or rarely used (here the conservation function also enters, using film to preserve disintegrating papers) (2) the microform is of high quality, with good arrangement and easy physical or bibliographical access; and (3) there is ample provision of reading machines and

print-out equipment. It is more and more common for persons consulting microform files to request hard-copy prints instead of reading through machines. Undoubtedly all libraries in the future will have more microforms than they do at present; but increased photo-facsimile reprinting is also bringing back into print many important works which it had been expected would not be available in other than microform.

Automated ISR

We read much these days about automated information storage and retrieval -- of fantastic photographic reduction ratios, of computers with much greater memories than now available, of highly sophisticated programming, etc. These promising developments are of real importance to all kinds of libraries. In the long run, however, their use will probably only supplement library resources and speed access to data. It is unlikely that automated information systems will soon, if ever, replace libraries as we now know them. Twenty years ago there were predictions that microfilm would completely replace books and periodicals in libraries. It has turned out that microforms are important supplements to conventional library resources. Automated ISR will probably find a comparable place in the improved future library. Certainly library development should not be curtailed now in the fear that in a very short time libraries will be obsolete!

Mechanization and systems operations

There are very promising developments in the use of computers and data processing equipment in libraries to improve the accuracy and the quality and speed of many operations which are still being manually performed. Economic considerations and other factors determine at what point it is appropriate for a given library to mechanize or automate operations. Decisions should be made only after careful studies by persons qualified

(through understanding of library functions as well as knowing the capacities of available hardware) in systems analysis and cost accounting. We believe that the Librarian at El Camino is aware of the importance of these new techniques. She should be given every encouragement to continue this interest. As soon as funds can be found for the purpose, a systems study should be undertaken.

There are many standard mechanical aids used in libraries, and there is no need to delay their use until after a systems study is made. For example, in the processing of books, some consideration might well be given to pasting machines for book pockets, labelling typewriters for typing labels on adhesive tape for the backs of books, etc. These and similar time-saving devices are not expensive; and the library's request to purchase them should not be denied.

Library Orientation

An attractively printed library brochure or handbook would help immeasurably in orienting new students and faculty at El Camino College. Mimeographed sheets are poor substitutes. Arrangements should be made to distribute the brochures in certain classes required of all students, in which library use would be discussed. A set of library colored slides or a color film on the library should be developed jointly by the library and the Audio-Visual Department, to be shown concurrently with the distribution of the library handbooks. This basic library orientation could then be supplemented by individual class visits to the library for assistance on specific research projects. A graphic library floor plan displayed in the entrance lobby would also be an aid to students.

THE LIBRARY, ITS USE AND ITS RELATIONSHIP TO INSTRUCTION

Since the junior college is a teaching--and in no sense a research--institution, the central purpose of the library in the two-year college is to contribute to the learning of students. This view is confirmed by the following assertion in a statement entitled "El Camino College Library Philosophy", which was given to members of the visiting committee: "The college library exists primarily for students and faculty members, with instructional needs given first place, and to these needs all others must yield."

The library can, of course, fill a vital role in teaching only to the extent that its materials are used. The use of a junior college library basically depends upon two factors: (1) adequate holdings related to the instructional program and so administered that they can be readily and conveniently available for use, and (2) the kind of teaching done by the faculty.

A major part of this report--by virtue of the assignment given to the visiting committee--concerns matters relating to the budget, holdings, facilities, staff, and operation of the library. Actually, however, the use of a library is only in a small measure dependent upon such factors as these. In reality, these characteristics of the library and its operation become important only to the extent that they--along with other factors--affect the teaching done in the classrooms and laboratories of the college.

It is with the background of these viewpoints in mind that the following two sections of this report are written: Use of the Library, and The Library and Instruction.

A. Use of the Library

In seeking information regarding the use of the library, the librarian's annual reports from 1960-61 to 1964-65 were examined. It is notable that no data regarding the use of the library are included in any of these reports. Actually, little attention is given to the use of library materials in even general terms. The most specific references to use in the reports are these:

"Many of the faculty have made intensive use of the conference rooms." (1960-61)

"We are all vitally interested in having the student use of the libary increase." (1962-63)

Despite the fact that no data regarding the use of the library are included in annual reports, the committee learned that the library staff keeps daily records regarding the circulation of books, library attendance, and "library services". These data are placed in files and no discernible use is made of them. At the request of the committee, available data for a one-month period (November) were however compiled and summarized for recent years.

In Table A it will be noted that the circulation of books per student enrolled (based on full time equivalent students) ranged from a high of 1.20 in November, 1961 to a low of .86 in 1963 and 1965. From 1962 to 1965 library attendance per student in November ranged from a high of 4.45 in 1962 to a low of 3.88 in 1963 (see Table B).

Library services (responses to questions and staff assistance to library patrons) for the years 1962-1965 are as follows:

1962	2,765
1963	2,729
1964	3,444
1965	5,234

No attempt will be made to interpret these data. They are limited and

are for a single month only. They are, however, representative of data that are available, but which have not been previously reported.

As an aid to examining one type of use made of the library, spot check interviews were held with fifty students (20 on March 10, and 30 on March 15) in library reading rooms (20 in the reserve book room, 20 in the reference room, and 10 in the periodical room). At the time of the "spot check" only five students were using library materials. The other forty-five were using their own study materials--usually textbooks. In other words, only ten percent of this sampling of students were using library materials; for ninety percent the library was simply serving as a study hall.

TABLE A

NOVEMBER LIBRARY CIRCULATION
AT EL CAMINO COLLEGE, 1961-1965

YEAR	CIRCULATION	FTE[1)]	CIRCULATION PER FTE
1961	7,149	5,951	1.20
1962	6,020	6,375	.94
1963	5,715	6,624	.86
1964	6,964	7,384	.94
1965	7,455	8,585	.86

1) Full time equivalent students

TABLE B

NOVEMBER LIBRARY ATTENDANCE
AT EL CAMINO COLLEGE, 1962-1965

YEAR	ATTENDANCE	FTE(1	ATTENDANCE PER FTE
1962	28,392	6,375	4.45
1963	25,681	6,624	3.88
1964	30,956	7,384	4.02
1965	35,313	8,585	4.11

1) Full time equivalent students

B. The Library and Instruction

Since the use of the junior college library for teaching (and this implies, of course, its use by students in learning) is the basic reason for its existence, the visiting team addressed inquiry forms to students, teachers, librarians, and administrators--asking them to report a) what is being done to encourage the effective use of the library at El Camino College, b) obstacles to the effective use of the library, and c) what additional might be done to encourage the effective use of the library. It was the hope of the visiting team that responses to the inquiry forms would have two values: a) the responses would be useful to the committee in preparing its report and recommendations and b) the very act of responding to the forms would be useful in causing respondees to think about the library and its use.

Completed inquiry forms were received from 535 students (5 members of the student council and 530 students in randomly chosen classes meeting on Wednesday at 11 A.M. or 6:30 P.M.), 64 faculty members, 13 librarians, and 9 administrators. 1)

The percentage of responses from teachers (28 percent) and from administrators (35 percent) is notably lower than those received at several other colleges where this type of survey has been conducted. There may be extenuating circumstances to account for the small number of replies from these two groups. One possibility is that the paucity of replies from teachers and administrators may in reality be symtomatic of an apathetic attitude which these groups have toward the library at El Camino College.

In the pages which follow, highlights from the responses to the inquiry forms will be reported.

1) For a summary of responses to the inquiry forms, see Tables I-XXX in Appendix.

1. Views of Students

The 535 students who responded to the inquiry form expressed varied views. (See Tables I-VI in Appendix)

In general, students report that instructors encourage the effective use of the library by making assignments in library materials, by suggesting books for supplementary reading, and by telling their classes about interesting library materials (Table I). Teachers might improve use of the library by making additional library assignments (Table II), and by not limiting themselves to a textbook method of teaching (Tables I, II, and III), by teaching students how to use library materials in their fields (Table II) and by making certain that materials are available in the library before making assignments to them (Tables II and III).

Other practices occasionally reported or recommended include taking classes to the library for a lecture on how to use the library (Table I), offering "extra credit" for outside readings (Table II), and recommending the reading of more controversial materials (Table II).

Librarians assist students by being available to answer questions and help them, by being efficient and courteous, and operating the library efficiently (Table IV). Students would additionally like to have the library open for longer hours (Tables V and VI) and have more library holdings (Table V). Also occasionally suggested is a need for a more friendly attitude by librarians (Tables V and VI).

2. Views of Faculty Members

Faculty members report that they use the library by assigning and suggesting the use of library materials, by placing books on reserve, by "keeping up" with materials in their fields, and by taking classes to the library to show them materials for use in their courses (Table VII).

Instructors suggest that they might well make more library assignments, order more materials for the library, become better acquainted with the library, and teach their students how to use the library (Table VIII).

Librarians are reported to assist teachers by ordering books in their fields, responding to their requests for information and assistance, providing lists of library acquisitions, placing books on reserve, and giving lectures on how to use the library (Table IX).

Among suggestions which teachers make for improving library service are more books and reference materials (Tables X and XI), more information on how to use the library (Table X), less restrictive rules, and more pleasant working relationships with library patrons (Table XI). Also suggested is the possibility of organizing a faculty library committee (Table X).

In the judgment of faculty members, the most important contribution by administrators to the library is providing funds for the library (Tables XII and XIII). Also approved (Table XII) and suggested (Tables XIII and XIV) are longer hours of opening for the library. The hope is expressed that the administration will take leadership in establishing better working relationships with the library staff (Table XIII), establish a faculty library committee (Table XIII), and simplify procedures for ordering books (Table XIV). One faculty member criticizes the administration for keeping the librarian at the "coordinator level" (Table XIV).

3. Views of Administrators

In the judgment of the nine administrators who responded to the inquiry form, faculty members make effective use of the library by such duties as making library assignments, suggesting the purchase of new publications, teaching students how to use the library, and complimenting the "library staff when a job is well done" (Table XV).

Administrators suggest that teachers make additional library assignments (Tables XVI and XVII), get better acquainted with library resources (Table XVI), use the library themselves (Table XVII), exercise care in

placing books on reserve (Table XVII).

Among the duties of the library staff which administrators regard as valuable are these: issuing lists of recent acquisitions, responding to faculty requests for materials and services, and encouraging faculty members to bring classes to the library (Table XVIII).

Administrators make the following suggestions--among others--to the library staff: provide greater leadership on the effective use of the library in teaching (Table XIX), improve working relationships with staff and students (Tables XIX and XX), get new books on the shelves for use more promptly (Table XX). One respondent suggests a need for improved working relationships within the library staff itself (Table XX).

Administrators largely perceive their present role as one of providing funds for staff, facilities and operation of the library (Table XXI).

In considering what additional they might do, administrators suggest using consultants as an aid to making the library "the key factor in the education of students", developing "a more positive tone in the library--its staff and its procedures" and simplifying procedures for ordering library materials.

4. Views of Librarians

Members of the library staff suggest that they assist to make the library effective in teaching by providing information to instructors and students, providing special services (as, for example, inter-library loans and rush orders in processing books), and providing "usual library services" --such as placing books on reserve, ordering and cataloging materials (Table XXIII).

Librarians suggest that they might expand and improve their provision of information (more bibliographical service, more individual work with faculty and students, and better plan of orientation to the use of the

library), increase the adequacy of library holdings, and improve working relationships between library staff and faculty members (Table XXIV). Also suggested is work within the library staff to increase its efficiency and improve its morale.

Practices of instructors which librarians approve or suggest are: make assignments that involve the use of library materials, bring classes to library for orientation, familiarize themselves with library holdings prior to making assignments, notify librarian when making assignments which involve heavy use of library materials, place materials on reserve, and not keeping library materials for overlong periods (Tables XXV, XXVI, XXVII). One librarian commends teachers who "show an enthusiasm which infects students with an enthusiasm for learning".

Librarians see administrators as performing an important function in providing budgets, staff, and facilities for the library (Tables XXVIII and XXIX). Librarians also, however, look to administrators to provide leadership which encourages the effective use of the library in teaching (Tables XXVIII and XXIX). One librarian points to cumbersome paper work in ordering library materials (Table XXX).

C. Views on Views, on Use and on Relationships

The responses to inquiry forms which have been reported above have been supplemented by visits with representatives of the academic senate, the faculty not on the senate, the student council, and the library staff.

It is the visiting team's impression that the "library-instructional situation" at El Camino College is at best "passable". In a sense it appears to be on "dead center". Librarians tend to be concerned about matters of library operation; they look to administrators for leadership in encouraging effective use of the library, and in teaching. Administrators, on the other hand, bemoan a lack of instructional leadership from the

library staff. The result is a situation in which no one is taking the initiative in making the library a vital part of the instructional program.

Although there is some evidence of "strained" working relationships--and occasional antagonisms--between the library staff and the faculty, attitudes regarding the use of the library in teaching may, it appears, best be characterized as apathetic. The visiting team again calls attention to the notably low response of faculty members and even of administrators to the inquiry forms, which were circulated as a part of the survey here reported.

Suggestions

In the pages which follow suggestions for action in relating the library to instruction--based on responses from inquiry forms, conferences with staff members, and the deliberations of the visiting team--will be listed. It should be emphasized that these are suggestions only, based on a relatively brief survey.

A. Take steps to encourage more assignments to library materials. This suggestion is supported by views expressed by students, faculty members, administrators and librarians. It is clear, of course, that such assignments should not be regarded as "ends in themselves"--simply as a means to increase the use of library materials. Assignments must be directly relevant to and emerge from the purposes of the courses in which they are made.

B. Take steps to encourage effective library assignments which are not only purposeful but which are also clear and are consistent with the laws of learning. Making certain that adequate materials are available is, of course, essential to effective library assignments.

C. Take steps to more effectively teach students how to use the library. This may be done in an orientation program for new students--

supplemented by assignments and experiences in various courses designed to lead students to know how to use library materials in the particular fields in which they are studying.

D. Encourage and make it possible for instructors to bring classes to the library for instruction in the use of the library and also for using the library as a "laboratory"--with instructors present--in courses for which books are the basic materials of instruction.

E. Make further studies of the hours of keeping the library open. The visiting team is aware of the fact that a plan for keeping the library open on weekends has been tried and abandoned because the library was not used sufficiently to warrant having it open. Such a plan--or other plans--might well be tried again, as conditions may change. One suggestion made during a conference with a group of students is that the library might be open on well publicized weekend hours (both Saturday and Sunday) prior to and during the period of mid-term and final examinations. Trying out various plans in response to student and faculty suggestions can be valuable in building an attitude that the library is committed to meeting the needs of students and faculty. Building this attitude by every means possible is important.

F. Achieve an increasingly cooperative and friendly attitude and relationship between members of the faculty and of the library staff.

G. Establish a faculty library committee to work with the library staff in establishing and maintaining effective working relationships between the faculty and the library staff--including the relationships of the library to instructors.

H. Take steps to increase the efficiency of ordering books for the library. This suggests a need for examining procedures in the business office, which may be over-cumbersome.

I. Encourage more flexibility in the administration of library rules and regulations and/or plans for achieving an understanding and acceptance

of such regulations.

J. Encourage increased efficiency of and improved morale on the library staff. This may well involve a plan of library staff meetings and of in-service education for the library staff.

K. Make plans for assembling and reporting meaningful data regarding the use of the library. Such data are essential if the administration is to make valid decisions regarding the library and its budget. The visiting team notes with some concern that a reading room is to be "taken away" from the library in 1966-67. It is difficult to "argue against" this decision--unless meaningful data on the use of the library are available.

L. Take steps to provide effective college-wide leadership and staff-wide participation in plans to make the library central in the instructional program of the college. In the paragraphs that follow, a proposal is made for instrumenting this suggestion.

2. A Major Suggestion

A role of the library in the administrative structure and operation of El Camino College clearly needs to be strengthened. The suggestion was made by faculty members that the position of the librarian is of sufficient importance to warrant making it a deanship. At least one faculty member suggested joining the library and the audio-visual services. With this background in mind, the visiting team makes the following proposal:

Unite the administration and operation of the library and the audio-visual services of the college under a "Dean of Instructural Resources". The person holding this position should be an expert in teaching and capable of taking leadership in achieving the effective use of the library in teaching--working with the Vice President for instruction, with the deans of the various divisions, and with faculty members individually and collectively. He should have a doctorate and be a scholar who commands the respect of the

faculty and of the administration. He should be prepared in librarianship.

In the event that a person combining these qualifications cannot be found, perhaps an educator with the requisite personal and professional characteristics can be selected and be sent to a school of librarianship for a year. During this year he could study the basic essentials of library science and project plans (in consultation with the administration and the faculty) for library-instructional developments at El Camino College.

3. A Warning

The suggestions made in this report for making the library centrally important in the instructional program will be costly. New plans for expanded use of library materials will undoubtedly be developed. As these plans are put into effect, more staff, more holdings, and, in some cases perhaps, different facilities will be required. It is the judgment of the visiting team that the costs of these plans can be justified, (They ought not be put into practice unless this is the case.) on the basis of improved instruction for and increased learning by students.

Again, the visiting team suggests following the proposals made in this report will be costly. It is the judgment of the team, however, that such expenditures as are made will pay big dividends.

A P P E N D I X

TABLE I

RESPONSES OF 535 STUDENTS TO

QUESTION: WHAT DO INSTRUCTORS DO TO ENCOURAGE AND ASSIST YOU TO MAKE EFFECTIVE USE OF THE LIBRARY?

RESPONSE	FREQUENCY	PERCENT
Assign work that requires use of library	362	68
Provide bibliographies or make suggestions of library materials for supplementary reading	122	23
Tell about interesting books or periodicals in the library	43	4
Take class to library for a lecture on how to use the library	10	2
Force student to go to library for extra help by making assignments that are not clear	1	
No response	99	18

TABLE II

RESPONSES OF 535 STUDENTS TO

QUESTION: WHAT ADDITIONAL WOULD YOU SUGGEST THAT INSTRUCTORS DO TO ENCOURAGE AND ASSIST YOU TO MAKE EFFECTIVE USE OF THE LIBRARY?

RESPONSE	FREQUENCY	PERCENT
Make additional assignments to library materials	130	24
Provide references to library materials that will supplement class lectures and discussions	83	15
Inform students about available reference materials and how to locate them	41	8
Offer "extra credit" for outside reading--on a voluntary basis	18	4
Reduce textbook assignments so that more time will be available for using library materials	10	2
Make certain that library staff is informed about library assignments--so that assigned materials are available	9	2
Recommend reading of more controversial materials	5	1
No response	246	46

TABLE III

RESPONSES OF 535 STUDENTS TO

QUESTION: WHAT DO INSTRUCTORS DO THAT INTERFERES WITH YOUR EFFECTIVE USE OF THE LIBRARY?

RESPONSE	FREQUENCY	PERCENT
Use textbook method of teaching--with no library assignments	56	10
Make assignments for which inadequate materials (for example, duplicate copies of books) are available in library	51	9
Make such heavy quantitative assignments that it is impossible to do work of high quality	19	3
Make such specific assignments that student has little opportunity to show initiative	11	2
Make such vague assignments that student does not know what he is expected to do	9	2
No response	369	69

TABLE IV

RESPONSES OF 535 STUDENTS TO
QUESTION: WHAT DOES THE LIBRARY STAFF DO TO ASSIST YOU IN MAKING EFFECTIVE USE OF THE LIBRARY?

RESPONSE	FREQUENCY	PERCENT
Are available to answer questions and give assistance in locating materials	304	57
Do everything possible-- are efficient, courteous, prompt	40	7
Operate library efficiently-- catalog books, publish list of new books, etc.	37	7
Lecture on how to use library	3	1
No response	160	30

TABLE V

QUESTION: RESPONSES OF 535 STUDENTS TO WHAT ADDITIONAL WOULD YOU SUGGEST THE LIBRARY STAFF DO TO ASSIST YOU IN MAKING EFFECTIVE USE OF THE LIBRARY?

RESPONSE	FREQUENCY	PERCENT
Extend hours of operation	31	6
Provide more information on how to use library, including community libraries	37	7
Expand library holdings--more books, more recent books, more controversial books	32	6
Provide better service--more knowledgeable staff and larger staff	28	5
Improve their attitude: "The library is part of the college and not their private concern."	23	5
Improve operation of library: permit smoking, more flexible time limit on reserve books, permit borrowing of periodicals, control noise, stricter fines	20	4
Provide areas for group study	5	1
Communicate with teachers more effectively	5	1
No response	395	74

TABLE VI

RESPONSES OF 535 STUDENTS TO
QUESTION: WHAT DOES THE LIBRARY STAFF DO THAT INTERFERES WITH YOUR EFFECTIVE USE OF THE LIBRARY?

RESPONSE	FREQUENCY	PERCENT
Bother students, "kick you out", noisy in doing their job	22	4
Have insufficient help at the desk	16	3
Have library open too few hours	14	3
Do not permit conversation	13	2
Have restrictive operating procedures: do not permit borrowing periodicals and reference books, charge too much for overdue books, no way to use library if student forgets his library card	11	2
Do not give adequate assistance in locating materials	4	1
Do not provide enough reading room	2	
No response	418	78

TABLE VII

RESPONSES OF 64 FACULTY MEMBERS TO
QUESTION: WHAT DO YOU DO IN USING THE LIBRARY AS AN AID TO ACHIEVING YOUR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Make suggestions regarding, and references to library materials on topics in the course	26	40
Make personal use of the library --"keep up" with new materials in my field	20	31
Make specific reading assignments	19	30
Assign research reports	18	28
Place materials on reserve	9	14
Use audio-visual facilities	4	6
Take classes to library to show them materials for use in course	4	6
Order books in my field for the library	4	6
No response	4	6

TABLE VIII

QUESTION: RESPONSES OF 64 FACULTY MEMBERS TO WHAT ADDITIONAL MIGHT YOU TO ADVANTAGE DO IN USING THE LIBRARY AS AN AID TO ACHIEVING YOUR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Order more materials for the library	9	14
Make more library reading assignments	6	9
Become better acquainted with what is available in the library	6	9
Provide students with more information about the library--take classes to library	5	8
Provide students with reading lists or bibliographies	3	5
Make more research type assignments	2	3
Place materials on reserve	2	3
Do more reading outside of my field	2	3
No response	31	48

TABLE IX

RESPONSES OF 64 FACULTY MEMBERS TO
QUESTION: WHAT DOES THE LIBRARY DO TO HELP YOU ACHIEVE YOUR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Order books in my field	28	44
Cooperate "nicely"--provide assistance, answer questions, suggest sources of information	18	28
Provide list of new acquisitions	14	22
Place books on reserve	8	12
Give lectures on how to use the library	7	11
No response	8	12

TABLE X

QUESTION: RESPONSES OF 64 FACULTY MEMBERS TO WHAT ADDITIONAL WOULD YOU SUGGEST THAT THE LIBRARY DO TO HELP YOU ACHIEVE YOUR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Provide more books and reference materials--more copies in some cases	13	20
Provide more information through handbooks--notify Instructor when his order arrives	9	14
Improve operation of library--extend hours of opening, facilitate placing and keeping books on reserve, extend check out time limit to students	8	12
Organize a faculty library committee	1	2
Open an extra staircase	1	2
Be better acquainted with books in my field	1	2
Provide a special reading area in my field	1	2
No response	32	50

TABLE XI

QUESTION: RESPONSES OF 64 FACULTY MEMBERS TO WHAT DOES THE LIBRARY DO THAT HINDERS YOU IN ACHIEVING YOUR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Have overly restrictive rules and regulations: do not check out periodicals, require faculty to carry library card, require books to be returned too soon	7	11
Have insufficient library materials for my needs	5	8
Are too impersonal	1	2
Give a "censoring look" when an unusual title is requested	1	2
No response	45	70

TABLE XII

QUESTION: RESPONSES OF 64 FACULTY MEMBERS TO WHAT DO COLLEGE ADMINISTRATORS DO THAT CONTRIBUTES TO THE EFFECTIVE USE OF THE LIBRARY IN TEACHING?

RESPONSE	FREQUENCY	PERCENT
Provide funds for library and staff	11	17
Provide a new book list and useful mimeograph material	4	6
Extended the hours of keeping the library open	1	2
Approved faculty orders of library books	1	2
Are aware of the importance of the library in the overall educational process	1	2
No response	45	70

TABLE XIII

QUESTION: RESPONSES OF 64 FACULTY MEMBERS TO WHAT ADDITIONAL MIGHT COLLEGE ADMINISTRATORS DO TO CONTRIBUTE TO THE EFFECTIVE USE OF THE LIBRARY IN TEACHING?

RESPONSE	FREQUENCY	PERCENT
Provide more funds for additional staff and additional books	14	22
Open library longer hours	6	9
Cut the red tape in ordering books	5	9
Establish better working relationships with library staff	2	3
Establish faculty library committee	1	2
Give greater publicity to library	1	2
Consider joining library with audio-visual services	1	2
Use library themselves	1	2
No response	35	55

TABLE XIV

QUESTION: RESPONSES OF 64 FACULTY MEMBERS TO WHAT DO COLLEGE ADMINISTRATORS DO THAT INTERFERES WITH THE EFFECTIVE USE OF THE LIBRARY IN TEACHING?

RESPONSE	FREQUENCY	PERCENT
Establish awkward, over-complex plan for ordering books	7	11
Fail to spend enough money for library	3	5
Fail to keep library open enough hours	1	2
Refuse to increase size of library staff	1	2
Keep librarian at coordinator level	1	2
No response	51	80

TABLE XV

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT DO FACULTY MEMBERS DO IN MAKING EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES

RESPONSE	FREQUENCY	PERCENT
Assign special reports and projects which require use of library materials	8	89
Assign supplementary reading	5	56
Take classes to library to learn how to use it	3	33
Keep tests and books on reserve for student use	3	33
Suggest the purchase of new publications	2	22
Work with librarians in developing bibliographies	2	22
Compliment library staff when a job is well done	1	11

TABLE XVI

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT ADDITIONAL MIGHT FACULTY MEMBERS DO IN MAKING EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES

RESPONSE	FREQUENCY	PERCENT
Make more and better assignments requiring use of library materials	7	80
Familiarize students with resources, services, and rules of the library	5	56
Get better acquainted with library resources	3	33
Aid library "keep up to date" with books and periodicals in their respective fields	3	33
Make better use of library facilities themselves	1	11

TABLE XVII

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT DO FACULTY MEMBERS DO THAT INTERFERES WITH THE EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Fail to use available library materials in their teaching	4	44
Make careless use of reserve book plan: forget to put books on or remove them from reserve; unnecessarily put books on reserve	2	22
Criticize library in talking to students	2	22
Borrow materials from library and keep them too long	2	22
Make sporadic library assignments--in form of suggestions, rather than as requirements	1	11
Fail to require students to become familiar with book and periodical stacks	1	11

TABLE XVIII

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT DOES THE LIBRARY STAFF DO TO HELP FACULTY MEMBERS EFFECTIVELY TO USE THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Issue at regular intervals a list of recent acquisitions	6	67
Respond to faculty requests for materials and services	4	44
Encourage faculty members to bring classes to library or send individual students to the library for assistance	4	44
Place recent acquisitions on reserve for faculty review	2	22
Provide attractive displays in various subject fields in library lobby	2	22
Provide brochures on recent publications	1	11
Provide special services for faculty members when these are requested	1	11

TABLE XIX

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT ADDITIONAL MIGHT THE LIBRARY STAFF DO TO HELP FACULTY MEMBERS EFFECTIVELY USE THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Provide greater leadership-- through work with faculty members-- on the effective use of the library in teaching	3	33
Improve rapport with students	2	22
Improve cataloging procedures	2	22
Improve plan for circulating books	2	22
Communicate with faculty members more effectively regarding available services and materials	2	22
Make use of micro-film materials	2	22
No response	1	11

TABLE XX

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT DOES THE LIBRARY STAFF DO THAT INTERFERES WITH THE USE OF THE LIBRARY AS AN AID TO ACHIEVING INSTRUCTIONAL OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Has a cold impersonal attitude accompanied by rigidly inflexible regulations--militate against good working relationships	3	33
Shows more concern about attractive book shelves than about service to students	1	11
Fails to inform instructors when books they have ordered arrive	1	11
Fails to acquire needed new books when they are published	1	11
Delays getting books on shelves for over-long period--due to complicated plan of cataloging	1	11
Is reluctant to expand or experiment with services that might stimulate use of library	1	11
Has internal relationships that are depressing to morale of staff	1	11

TABLE XXI

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT DOES THE COLLEGE ADMINISTRATION DO THAT ENHANCES THE EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING INSTRUCTIONAL OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Provides adequate funds to purchase materials and staff the library	3	33
Encourages the purchase of library materials	3	33
Arranges hours of opening to meet the needs of students	3	33
Shows concern about adequacy of facilities and materials--and regarding effectiveness of staff leadership	3	33
Encourages instructors to make assignments requiring the use of library materials	2	22
Remains a neutral force	2	22

TABLE XXII

QUESTION: RESPONSES OF 9 ADMINISTRATORS TO WHAT ADDITIONAL MIGHT THE COLLEGE ADMINISTRATION DO TO ENHANCE THE EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING INSTRUCTIONAL OBJECTIVES

RESPONSE	FREQUENCY	PERCENT
Enlist aid of consultants to make the library the key factor in the education of students	4	44
Develop a more positive tone in the library--its staff and its procedures	3	33
Encourage library staff more effectively to inform faculty members regarding available services	1	11
Simplify procedures for ordering library materials	1	11
Develop a definite statement of philosophy regarding the relationship of the library to the college and the community	1	11
Develop personnel relationships of mutual respect and understanding	1	11
Very little	2	22

TABLE XXIII

RESPONSES OF 13 MEMBERS OF LIBRARY STAFF TO QUESTION: WHAT DO YOU DO TO ENCOURAGE AND ASSIST INSTRUCTORS IN MAKING EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Provide information to the instructors:		
Answer questions by telephone or in person	2	15
Orient new faculty and faculty applying for a library card	2	15
Contact faculty through notes on items of interest to them	1	8
Circulate materials--reviews on cards, book publishing records, technical book reviews, etc.	1	8
Distribute weekly list of acquisitions	2	15
Provide information and assistance to students:		
Encourage instructors to make arrangements in advance for orientation lectures to classes	3	23
Assist students in the use of card catalog, magazine indexes, and other library materials	5	38
Try to overcome student nervousness and fear of the card catalog	1	8
Special services:		
Arrange for vendors to display specialized books	1	8
Hold new acquisitions for one week for faculty review and one week for student review	2	15
Provide inter-library loan services	1	8
Purchase magazines for personal use at wholesale rates	1	8
Rush order on cataloging and processing when we know there is a need	1	8

TABLE XXIII (2)

RESPONSE	FREQUENCY	PERCENT
Usual library services:		
Place and remove books in Reserve Room at instructor request	1	8
Encourage ordering materials when library has insufficient material	1	8
Catalog and classify books so as to receive optimum use by faculty and students	1	8

TABLE XXIV

QUESTION: RESPONSE OF 13 MEMBERS OF LIBRARY STAFF TO WHAT ADDITIONAL MIGHT YOU DO TO ENCOURAGE AND ASSIST INSTRUCTORS IN MAKING EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES?

RESPONSE:	FREQUENCY	PERCENT
Increase information services:		
Provide more bibliographical service to instructors	2	15
Provide more individual help to instructors and students in acquainting them with materials and procedures	3	23
Organize a program of orientation which would include many more classes than we can accommodate at present	3	23
Plan and prepare slides showing features and services of the library	1	8
Plan and prepare a library handbook to be distributed to faculty and students	3	23
Work with the student government to interpret the library to the students - use the student newspaper regularly	1	8
Have posted signs in the lobby and librarian at desk or card catalog for personal contact and assistance.	1	8
Be more concerned about public relations	1	8
Increase the adequacy of library holdings:		
Keep indexing services up-to-date	1	8
Search for needed out-of-print material	1	8
Develop a broader collection of materials	1	8
Develop a positive, progressive relationship between library staff and faculty. Concern should be for service to the students and faculty.	1	8

TABLE XXIV (2)

RESPONSE	FREQUENCY	PERCENT
Increase efficiency of staff:		
Free reference librarians from desk and disciplinary work in order for them to do reference work and assist students	3	23
Use more student assistants to free librarians and clerks from many routine tasks	3	23
Conduct staff meetings for good morale, exchange of ideas, allow creative ideas to flow, and provide intellectual stimulation	3	23
Have in-service programs for clerks to teach them at least as much about the library as college freshmen need. A sub-professional level should be awarded to those who qualify	2	15
Fill summer vacation time of clerical employees by substitutes	1	8
Facility improvement:		
Close one entrance to library to avoid noise between classes traffic	2	15
Move telephones outside	1	8
Enclose the Docustat machine and provide a table for materials	1	8
No response	6	46

TABLE XXV

RESPONSES OF 13 MEMBERS OF LIBRARY STAFF TO QUESTION: WHAT DO INSTITUTES DO IN MAKING EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Give specific assignments that require use of library materials	7	54
Bring classes to library for orientation	5	38
Place materials on reserve	4	31
Recommend materials for purchase	3	23
Familiarize themselves with resources of library	2	15
Prepare reading lists--suggested or required--for supplementary work	1	8
Show an enthusiasm which infects students with an enthusiasm for learning	1	8
No response	2	15

TABLE XXVI

RESPONSES OF 13 MEMBERS OF LIBRARY STAFF TO QUESTION: WHAT ADDITIONAL WOULD YOU SUGGEST THAT INSTRUCTORS DO IN MAKING EFFECTIVE USE OF THE LIBRARY AS AN AID TO ACHIEVING THEIR TEACHING OBJECTIVES?

RESPONSE	FREQUENCY	PERCENT
Familiarize themselves with holdings prior to making assignments or ordering new materials	7	54
Notify librarian when making assignments which involve heavy use of library materials	6	46
Give clear assignments	5	38
Follow up on library assignments to ascertain whether students actually used assigned materials	1	8
Identify themselves as faculty members when they are in library and contacting members of library staff	1	8
Pick up personal materials placed in library after completing use of such materials	1	8
Use the library in their teaching	1	8
Discuss assignments, book orders, and library problems with librarians	1	8
No response	2	15

TABLE XXVII

RESPONSES OF 13 MEMBERS OF LIBRARY STAFF TO QUESTION: WHAT DO INSTRUCTORS DO THAT INTERFERES WITH THE EFFECTIVE USE OF THE LIBRARY BY THEIR STUDENTS?

RESPONSE	FREQUENCY	PERCENT
Borrow library materials and retain them indefinitely	5	38
Fail to determine whether materials are available in library before making assignments to them	5	38
Fail to use library themselves	3	23
Fail to notify librarian in time to place books on reserve	2	15
Fail to place books on reserve	2	15
Give vague and indefinite assignments	1	8
Fail to identify themselves when checking materials out	1	8
No response	3	23

TABLE XXVIII

RESPONSES OF 13 MEMBERS OF LIBRARY STAFF TO QUESTION: WHAT DO COLLEGE ADMINISTRATORS DO THAT CONTRIBUTES TO THE EFFECTIVE USE OF THE LIBRARY IN TEACHING?

RESPONSE	FREQUENCY	PERCENT
Encourage use of library by faculty members	3	23
Provide budget, staff, and facilities for library	1	8
Recommend books to be ordered for library	1	8
No response	8	61

TABLE XXIX

RESPONSES OF 13 MEMBERS OF LIBRARY STAFF TO QUESTION: WHAT ADDITIONAL MIGHT COLLEGE ADMINISTRATORS DO TO CONTRIBUTE TO THE EFFECTIVE USE OF THE LIBRARY IN TEACHING?

RESPONSE	FREQUENCY	PERCENT
Encourage faculty members to make assignments to library materials	3	23
Provide larger budget for staff and equipment	3	23
Place more emphasis on library as a vital part of the college program	1	8
Act as liaison between library staff and faculty members to break down barriers due to faulty communication	1	8
Consider rearrangement of physical facilities of library to facilitate better service	1	8
No response	8	61

TABLE XXX

RESPONSES OF 13 MEMBERS OF LIBRARY STAFF TO QUESTION: WHAT DO COLLEGE ADMINISTRATORS DO THAT INTERFERES WITH EFFECTIVE USE OF THE LIBRARY IN TEACHING?

RESPONSE	FREQUENCY	PERCENT
Allow traffic in library between classes	1	8
Require cumbersome paper work in ordering library materials	1	8
No response	11	8